

HENRY E. BONNER ELEMENTARY

171 Macedonia Foxes Circle
Moncks Corner, SC 29461

GRADES K-4 Elementary School

ENROLLMENT 675 Students

PRINCIPAL Melvin K. Rose 843-899-8950

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	44	54	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

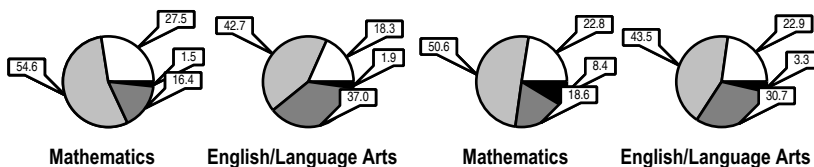
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

47.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	286	99.7	18.0	42.9	37.2	1.9	54.8	Yes	Yes
Gender									
Male	148	99.3	24.6	46.3	29.1	0.0	44.8		
Female	138	100.0	11.0	39.4	45.7	3.9	65.4		
Racial/Ethnic Group									
White	199	99.5	15.4	39.0	42.9	2.7	61.5	Yes	Yes
African-American	85	100.0	24.7	50.6	24.7	0.0	40.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	231	99.6	9.1	43.5	45.0	2.4	66.0		
Disabled	55	100.0	53.8	40.4	5.8	0.0	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	286	99.7	18.0	42.9	37.2	1.9	54.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	286	99.7	18.0	42.9	37.2	1.9	54.8		
Socio-Economic Status									
Subsidized meals	173	100.0	21.4	47.4	27.9	3.2	48.1	Yes	Yes
Full-pay meals	113	99.1	13.1	36.4	50.5	0.0	64.5		

Mathematics - State Performance Objective = 15.5%									
All Students	286	99.7	27.5	54.6	16.4	1.5	32.8	Yes	Yes
Gender									
Male	148	99.3	30.4	50.4	17.0	2.2	34.1		
Female	138	100.0	24.4	59.1	15.7	0.8	31.5		
Racial/Ethnic Group									
White	199	100.0	21.3	55.7	20.8	2.2	41.0	Yes	Yes
African-American	85	98.8	42.9	50.6	6.5	0.0	14.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	231	99.6	21.0	57.1	20.0	1.9	40.0		
Disabled	55	100.0	53.8	44.2	1.9	0.0	3.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	286	99.7	27.5	54.6	16.4	1.5	32.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	286	99.7	27.5	54.6	16.4	1.5	32.8		
Socio-Economic Status									
Subsidized meals	173	100.0	33.8	57.1	9.1	0.0	22.7	Yes	Yes
Full-pay meals	113	99.1	18.5	50.9	26.9	3.7	47.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	138	99.3	21.9	36.7	38.3	3.1	41.4
	Grade 4	144	100.0	34.1	50.4	14.8	0.7	15.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	142	99.3	18.8	34.6	42.9	3.8	46.6
	Grade 4	144	100.0	17.6	49.3	32.4	0.7	33.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	138	100.0	24.8	53.5	17.8	3.9	21.7
	Grade 4	144	100.0	40.7	48.1	8.1	3.0	11.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	142	99.3	28.6	63.2	7.5	0.8	8.3
	Grade 4	144	100.0	26.8	45.8	25.4	2.1	27.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 675)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.7%	Down from 3.8%	3.2%	2.7%
Attendance rate	96.5%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%		3.7%	3.5%
Eligible for gifted and talented	14.8%	Up from 13.3%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.4%	Up from 10.2%	9.5%	8.2%
Older than usual for grade	1.8%	Up from 1.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	47.6%	Up from 46.5%	48.5%	51.4%
Continuing contract teachers	85.7%	Up from 76.7%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	2.7%		0.0%	0.0%
Teachers returning from previous year	84.5%	Up from 79.0%	86.5%	86.7%
Teacher attendance rate	94.0%	Up from 93.1%	94.5%	94.9%
Average teacher salary	\$40,046	Up 1.4%	\$40,118	\$40,760
Prof. development days/teacher	6.8 days	Down from 8.5 days	13.0 days	12.4 days

School

Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 23.2 to 1	18.8 to 1	18.9 to 1
Prime instructional time	89.5%	Up from 87.3%	89.3%	90.0%
Dollars spent per pupil*	\$5,480	Down 15.7%	\$5,840	\$6,044
Percent of expenditures for teacher salaries*	61.5%	Down from 63.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	63.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bonner Elementary School is a very unique school because of its location and resources. It is located nine miles north of Moncks Corner and near Highway 17-A, which provides an easy access to all surrounding areas. The resources available include Lake Moultrie for recreation, open areas for farming, and growing businesses for increased employment opportunities.

The school's academic focus continues to include language arts using the 4-block reading model in all grades. We continued our strong math focus last year using the Everyday Math Program. This program has increased students' knowledge and awareness of math through the logical sequencing of state adopted standards, increased hands-on activities, and increased parent involvement. The school continues to provide training workshops in the 4-block reading model and Everyday Math for teachers, students, and parents to continue increasing everyone's awareness and knowledge of the programs.

The Bonner community has had the opportunity to experience a complete year in a great facility. Every student and teacher has the opportunity to learn and teach in an environment that is conducive to learning without distractions.

The Bonner Family Tradition since 1980 has been "Success is Our Ultimate Goal." We strive daily to increase opportunities for students to achieve and to feel a sense of accomplishment and success.

Melvin Rose, Principal

Lisa Johnson, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	129	100
Percent satisfied with learning environment	87.2%	87.5%	88.8%
Percent satisfied with social and physical environment	97.3%	92.1%	94.9%
Percent satisfied with home-school relations	74.4%	86.6%	80.4%

*Only students at the highest elementary school grade level at this school and their parents were included.